

Individualized Education Program (IEP) Manual

INCLUDES:
INDIVIDUALIZED EDUCATION PROGRAM
EVALUATION REVIEW
MANIFESTATION DETERMINATION REVIEW

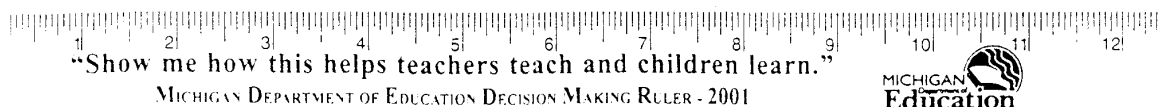


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INTRODUCTION

This Individualized Educational Program Team (IEP Team) Manual (Manual) is provided by the Office of Special Education and Early Intervention Services to assist in compliance with state and federal laws relating to programs and services for students with disabilities. The Manual will assist in the completion of forms developed by the IEP Team. The IEP Team performs three functions covered in this Manual: (1) development of the IEP for students with disabilities; (2) Evaluation Review; (3) Manifestation Determination Review.

Components of each of the forms appear in boxed text throughout this Manual and are followed by instructions for completion of the forms. Citations from the applicable federal and state laws, federal regulations, and administrative rules are indicated. References from other policy sources are also documented. All legal requirements are accompanied by an appropriate citation.

One of the primary purposes of the Individuals with Disabilities Education Act (IDEA) is to “ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living” [34 CFR §300.1(a)]. Toward the ultimate goals of employment and independent living, the IEP presented here includes the requirements (that begin when the student is age 13) that address the student’s transition to post-secondary activities. In this Manual, the student’s preferences and interests are key factors in the educational planning for this transition. In the IEP presented in this Manual, the IEP Team discusses the student’s strengths and interests very early in the meeting, using the sequence of IEP development as suggested in Transition Requirements: A Guide for States, Districts, Schools, Universities and Families (Western Regional Resource Center, 2000).

Consistent with these suggestions, it is also encouraged that the student will participate to the maximum extent appropriate in the IEP Team meeting. While including transition considerations in the IEP at age 13 is a legal minimum, it is anticipated that parents and educators will also find valuable the discretionary use of the complete version of this IEP on behalf of younger students. A legally compliant version of the IEP for younger students would be identical to the IEP presented in this Manual, except with the transition items removed.

Both versions of the IEP are available at: www.michigan.gov/mde
Click on: Administrators
Special Education

Section 1: Title Page, Student Information IEP Participants

Michigan Department of Education/Office of Special Education and Early Intervention Services

Individualized Education Program Team (IEPT) Report Including Post-school Transition Considerations (Students 13 yrs and over)

IEP Date: _____	Initial/most recent reevaluation IEP _____	Birthdate: _____	Gender: _____
Prior IEP Date: _____	Date: _____	Grade: _____	Student ID: _____

Student's Last Name: _____	First: _____	MI: _____
Address: _____		City: _____
State: _____	Zip Code: _____	County: _____ Telephone: _____
Resident Dist: _____	Operating Dist: _____	Attending Bldg: _____

Student Information

- IEP Date - Indicate the date of the IEP Team meeting (month, day, year) [34 CFR §300.343(c)(1)].
- Prior IEP Date - Indicate the date of the last IEP Team meeting (month, day, year) [34 CFR §300.343(c)(1)].
- Initial/most recent reevaluation IEP Date – date of the initial or most recent reevaluation IEP (34 CFR §300.531, 536).
- Birthdate - Write the month, day, and year (R 340.1702).
- Grade - Indicate the student's grade.
- Gender - Indicate the student's gender
- Student ID - Indicate a locally useful student ID number for central registry and record keeping. For everyday users of the Michigan Compliance Information System (MI-CIS) the number should be the MI-CIS ID so that the IEP can be easily linked to MI-CIS (34 CFR §99.3).

District Information

- Resident District - The name of the district which is the resident district for the purposes of providing a free and appropriate public education per R 340.1732, 1721c, 388.1705(22).
- Operating District - The name of the district that operates the program or service [R 340.1721c(1)].
- Attending Building - The name of the school building that the student is attending [R 340.1861(1)].

The purpose of this IEP Team meeting is to discuss (check one of the following):

☐ Initial Eligibility ☐ Review/Revise IEP ☐ Reevaluation ☐ Additional/change of disability reevaluation

Other, specify: _____

Purpose - The purpose of post-secondary transition is indicated on the title page of the IEP. **A version of this IEP for younger students may be used that would be the same as in this Manual, but with transition items removed.**

- Beginning at age 14 (consider at age 13), the IEP Team **must** develop a statement of transition service needs that focuses on the course of study [34 CFR §300.347(b)(1)]. This statement must be revised and included on all subsequent IEPs.
- Beginning at age 16 (consider at age 15) the IEP Team **must also** develop a statement of needed transition services/activities for the student [34 CFR §300.347(b)(2)].
- In either case given above, the student **must** be invited to his/her IEP Team meeting. [34 CFR §300.344(b)(1)].

Initial Eligibility - The purpose of the initial IEP is to determine initial eligibility for special education [34 CFR §300.343(b)(ii)] and must include a Multidisciplinary Evaluation Team (MET) member to present the MET report [R 340.1721a(2)(b)].

Review/Revise IEP - The purpose of the annual review is to review and/or revise the student's IEP and educational placement at least once every 12 months [34 CFR §300.343(c)(1)]. The annual review must take place within one year of the anniversary date of the last IEP Team meeting. The IEP team must revise the student's IEP if special education program(s) and/or service(s) are proposed that will differ from the student's current IEP (34 CFR §300.350).

Reevaluation - A reevaluation must be conducted at least once every 36 months [34 CFR §300.536(b)]. A reevaluation may also occur for other reasons, such as to help determine the appropriateness of current or proposed programs or services. A MET is not required unless considering an additional/change in disability. Any evaluation requires parent consent and an Evaluation Review. See the Evaluation Review section in this Manual.

Additional or Change of Disability Reevaluation - A comprehensive evaluation by a MET must be completed when considering an additional disability category, or a change in the disability category. As a part of any reevaluation, the IEP Team must conduct an Evaluation Review [34 CFR §300.536(b)] to determine if any additional data beyond the MET is needed. See the Evaluation Review section in this Manual.

Other - Check the "Other" box for any other type of IEP not included above or to make comments. The specific purpose(s) of the IEP must be written on the IEP. Examples include:

- Termination of Program(s) and/or Service(s) - Before termination of special education is considered, the IEP Team must conduct an Evaluation Review [34 CFR §300.534(c)(1)]. However, an Evaluation Review is not required before termination of a student's eligibility due to graduation with a regular high school diploma or attaining age 26 [34 CFR §300.534(c)(2)].
- Request for a New IEP - The parent or educational agency requests a new IEP before the next annual review [Attachment A to 34 CFR §300, Question #20, pgs. 12476-7].
- Previous enrollment in special education – See R 340.1722e.
- An IEP associated with discipline procedures [34 CFR 300.520 et seq.].

IEP Team Meeting Participants in Attendance

Check box ☐ indicating IEP Team member who can explain the instructional implications of evaluation results.

Check circle ☐ indicating IEP Team member who has observed the student suspected of having a learning disability.

Student	Adult Service Agency Representative	<input type="checkbox"/>	
Parent	General Education Teacher	<input type="checkbox"/>	<input type="radio"/>
Parent	Special Education Teacher/Provider	<input type="checkbox"/>	<input type="radio"/>
	Public Education Agency Representative/Designee	<input type="checkbox"/>	<input type="radio"/>
		<input type="checkbox"/>	<input type="radio"/>

Participant signatures are required to verify a determination regarding a suspected learning disability under R340.1713. Any member who disagrees must submit a separate statement presenting his or her conclusion.

All individuals who attend the IEP Team meeting must be listed in the IEP Team report. This section should not be completed in advance. Signatures are a useful way of documenting attendance. ***Participant signatures are required to verify a determination regarding a suspected learning disability under R340.1713. Any member who disagrees must submit a separate statement presenting his or her conclusions (R340.1713; 34 CFR 300.536).***

The superintendent shall appoint participants to the IEP Team and shall invite the parent(s) to be participants [R 340.1721b(1); 34 CFR §300.344(a)(1)]. In addition to the parent(s), other persons, at the discretion of the parent(s) or public agency, may be invited to attend, including the student, if appropriate. Upon request of the parent(s), a representative of the district of residence shall be invited to attend the IEP Team meeting if the district of residence has authorized the operating district to conduct the IEP Team meetings [R 340.1721b(2)]. If a nonresident child is enrolled in a Public School Academy (PSA), the PSA is considered the district of residence for the purposes of providing a free and appropriate public education [MCL 388.1705(22)].

Participants in an IEP Team meeting shall, at a minimum, include all of the following:

1. A representative of the public agency who: a) is qualified to provide or supervise the provision of specially designed instruction to meet the needs of a student with a disability; b) is knowledgeable about the general curriculum; and c) is knowledgeable about the resources of the public agency [34 CFR §300.344(a)(4)].
2. At least one general education teacher of the student (if the student is or may be participating in the general education environment) [34 CFR §300.344(a)(2)]. The general education teacher of the student, as a member of the IEP Team, shall, to the extent appropriate, participate in the review and revision of the IEP of the student (Appendix A to 34 CFR §300, Question #24, pg. 12477).
3. At least one special education teacher or, if appropriate, at least one special education provider of the student [34 CFR §300.344(a)(3)].
4. Whenever a Multidisciplinary Evaluation Team (MET) report is completed, a member of the MET is required to be a participant and present the written team report [R 340.1721a(2)(b)]. Similarly, the Team must include an individual who can interpret the instructional implications of evaluation results [34 CFR §300.344 (a)(5)]. On the form, check the box(es) indicating which IEP Team member(s) fulfills these roles.
5. ***If the purpose of the IEP is to consider a MET recommendation regarding eligibility for a specific learning disability under R 340.1713***, the IEP Team must include a person other than the student's general education teacher who has documented an observation of the student in the general education classroom setting or in an environment appropriate for a child of less than school age. On the form, check the circle(s) indicating which IEP Team member fulfills this role.

Who may attend the IEP Team meeting?

1. The student [34 CFR §300.344(a)(7)].
2. The parent(s) [34 CFR §300.344(a)(1)].
3. Additional teachers who provide programs and services to the student [34 CFR §300.344(a)(6)].
4. Related service providers (such as a teacher of the speech and language impaired, occupational therapist, physical therapist) [34 CFR §300.344(a)(6)].
5. The representative of any other agency that is likely to be responsible for providing or paying for transition services will be invited by the educational agency [34 CFR §300.344(b)].
6. At the discretion of the parent or district, other individuals who have knowledge or special expertise regarding the student [34 CFR §300.344(a)(6)]. All individuals, whether invited by the parent or the district, are participants in the IEP Team meeting.
7. Upon the request of the parent, a representative of the school district of residence shall be invited to attend, if the district of residence has authorized the operating district to conduct the IEP [R340.1721b(2)].

Use of Interpreters or Other Action, as Appropriate

The public agency shall take whatever action is necessary to ensure that the parent understands the proceedings at the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English [34 CFR §300.345(e)].

Parent – The term “parent” for the purposes of this IEP is defined in the Michigan Revised Rules for Special Education at 340.1701b(e) as follows:

(e) "Parent" means any of the following:

- (i) A natural or adoptive parent of a student or youth with a disability.
- (ii) A guardian, but not the state, if the student or youth with a disability is a ward of the state.
- (iii) A person acting in the place of a parent, such as a grandparent or stepparent with whom the student or youth with a disability lives or a person who is legally responsible for the welfare of a student or youth with a disability.
- (iv) A surrogate parent who has been appointed in accordance with state board of education policy.
- (v) A foster parent if both of the following provisions are satisfied:
 - (A) The natural parent’s authority to make educational decisions on behalf of the student or youth with a disability has been extinguished under state law.
 - (B) The foster parent satisfies all of the following provisions:
 - (1) Has an ongoing, long-term parental relationship with the student or youth with a disability.
 - (2) Is willing to make the educational decisions required of parents.
 - (3) Has no interest that would conflict with the interests of the student or youth with a disability.
- (vi) The affected student or youth with a disability when the student or youth with a disability reaches 18 years of age, if a legal guardian has not been appointed by appropriate court proceedings.

Section 2: Eligibility

Eligibility for special education: The IEP Team determined this student to be: ☐ Ineligible ☐ Eligible

Primary disability _____

Secondary disability, if any _____

Eligibility for special education - A student is eligible for special education if: (1) an impairment has been determined according to Michigan's Revised Administrative Rules for Special Education (Rules), and (2) the student is in need of special education and/or related services. A student with an impairment is considered to be eligible for special education if the student needs only related services. For example, a student with a physical or other health impairment who needs only occupational therapy is eligible for special education as determined by the IEP Team (R 340.1702; 34 CFR §300.7). For an initial determination of eligibility IEP, the MET information must be reviewed. If the purpose of this IEP was an annual review, then the disability is not redetermined (see **Additional/Change of Disability** under **Purpose**).

A free appropriate public education (FAPE) is available to any student with a disability who needs special education and/or related services even though the student is advancing from grade to grade [34 CFR §300.121(e)].

If the student is eligible for special education programs and/or services, then the entire IEP needs to be developed. The box stating the student is eligible should be checked, the area of disability written on the line. If the student has a secondary disability (optional), complete the second line.

Eligibility Categories

R 340.1705 Cognitive Impairment (CI)

R 340.1706 Emotionally Impairment (EI)

R 340.1707 Hearing Impairment (HI)

R 340.1708 Visually Impairment (VI)

R 340.1709 Physically Impairment (PI)

R 340.1709a Other Health Impairment (OHI)

R 340.1710 Speech and Language Impairment (SLI)

R 340.1711 Early Childhood Developmental Delay (ECDD)

R 340.1713 Learning Disability (LD)

R 340.1714 Severely Multiple Impairment (SXI)

R 340.1715 Autism (AI)

R 340.1716 Traumatic Brain Injury (TBI)

If the IEP Team determines the student to be ineligible, the IEP Team may proceed to Resident District Commitment, Operating District Commitment, and Parent Consent. A student may be ineligible for special education under the Individuals with Disabilities Education Act (IDEA) and the Rules and be regarded as having an impairment under Section 504 of the Rehabilitation Act of 1973 (34 CFR §104). Eligibility under Section 504 and the development of a plan under Section 504 is separate from the IEP process and may be conducted at a subsequent meeting.

Section 3: Needs for Learning and Present Level of Performance

The Student's Needs for Learning and Present Level of Performance

If the student did not attend the IEP, describe the steps that were taken to ensure the consideration of the student's preferences and interests:

Student's Post-secondary Interests (Optional)

1. <i>Adult Living: As an adult, where do you want to live?</i>
2. <i>Career/Employment: As an adult, what kind of work do you want to do?</i>
3. <i>Community Participation: As an adult, what hobbies and activities do you want to have?</i>
4. <i>Post-secondary education/training: After high school, what additional education and training do you want?</i>

Student's Post-secondary Interests - It is important that the IEP is driven by the student's relevant preferences and interests for his/her post-secondary school activities. If the student did not attend and participate in the IEP Team meeting (as indicated by signing in attendance) then it is required to at least indicate the steps taken to ensure that the student's preferences were considered. Responses to the four questions in the chart are optional but may assist the IEP Team to solicit the student's relevant preferences and interests.

<p>Consider (check) each of the following and comment as appropriate:</p> <ul style="list-style-type: none"><input type="checkbox"/> preferences and interests of the student<input type="checkbox"/> strengths of the student<input type="checkbox"/> parent input and concerns for enhancing the education of the student<input type="checkbox"/> results of an initial evaluation or the most recent reevaluation of the student<input type="checkbox"/> progress on the current IEP annual goals and objectives<input type="checkbox"/> progress in the general curriculum where appropriate<input type="checkbox"/> the student's results on state- and/or district-wide assessments<input type="checkbox"/> student's anticipated needs or other matters <p>Comments:</p>	<p>Consider (check) each of the following. Needs in any of the following require a statement in the comments below:</p> <ul style="list-style-type: none"><input type="checkbox"/> communication needs of the student<input type="checkbox"/> positive behavior intervention, supports, and strategies for students whose behavior impedes learning<input type="checkbox"/> language needs for students with limited English proficiency<input type="checkbox"/> Braille instruction for students who are blind or visually impaired<input type="checkbox"/> communication and language for students who are deaf or hearing impaired<input type="checkbox"/> the need for assistive technology devices or services
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Consideration of Special Factors in Order to Provide a Free and Appropriate Public Education (FAPE).

The IEP Team must complete this section. In both columns, all boxes must be checked to verify consideration. Comments to items in the left column are optional. Some of the special factors (right column) will not apply to a given student; however, each IEP Team for every student must consider each factor and check every box. Significant needs related to items in the right column **require** a statement to that effect.

- The IEP Team shall consider the **communication needs** of the student.

- In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including **positive behavioral interventions, strategies, and supports** to address that behavior.
- In the case of a student with **limited English proficiency**, consider the language needs of the student as such needs relate to the student's IEP.
- In the case of a student who is **blind or visually impaired**, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
- In the case of a student who is **deaf or hearing impaired**, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
- The IEP Team shall consider whether the student requires **assistive technology devices and services**.

Assistive Technology [34 CFR §300.308]

- (a) Each public agency shall ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in §§300.5-300.6, are made available to a child with a disability if required as a part of the child's—
- (1) Special education under §300.26;
 - (2) Related services under §300.24; or
 - (3) Supplementary aids and services under §§300.28, and 300.550(b)(2).

Present Level of Educational Performance – What is the student's level of functioning, and how does the disability affect his/her involvement and progress in the general curriculum (or participation in appropriate activities for preschool children)?

Present Level of Educational Performance (PLEP) - The present level determines approaches for ensuring involvement in, or adaptations or modifications to, the general curriculum. Each area of identified educational need must be addressed in at least one of the following: annual goals, supplementary aids/services/supports, or secondary transition services.

The PLEP should accurately describe the student's performance in all areas of education that are affected by the student's disability [R340.1721e(2)(a)]. For preschool children, the present level of educational performance should describe how the disability affects the child's participation in appropriate activities [34 CFR §300.347(a)(1)]. It is helpful to consider the key role of present level of performance in the overall development of the IEP.

Present level of performance information supports the IEP Team's determination of supplementary aids/services/personnel supports, annual goals and short-term objectives, and state- and district-wide assessments on the IEP [34 CFR §300.347(a)]. The PLEP statement(s) should include four elements (in no particular order):

1. A narrative summary of the baseline data. *In understandable terms*, explain the data, areas of need, and how the disability affects progress in the general curriculum. The narrative summary must be sufficient to provide a foundation for education planning (a starting point for instruction).

Example: Charlie knows how to compute math problems, but is unable to meet the 5th grade standards (80% on math benchmarks) for understanding and applying problem solving strategies to story problems. He does not understand the relationship between a description and a mathematical solution. Charlie scored at the 2.8 level on the solving section of the Key Math test, and 4.8 on the Computation section. He completes word problems with 50% accuracy.

2. **Baseline data** may be obtained from criterion referenced tests, standardized achievement tests, diagnostic tests, classroom performance, systematic observations, state or districtwide assessments, checklists, progress reports, report cards, student input, parent input, or any combination of the above.

Example (baseline data in italics): Charlie knows how to compute math problems, but is unable to meet the *5th grade standards (80% on math benchmarks)* for understanding and applying problem solving strategies to story problems. He does not understand the relationship between a description and a mathematical solution. *Charlie scored at the 2.8 level on the solving section of the Key Math test ,and 4.8 on the Computation section. He completes word problems with 50% accuracy.*

3. A statement of **how the disability impacts the student's involvement/progress in the general curriculum**. Such as:

- "needs skills to perform independent tasks required for daily living"
- "auditory processing needs affects ability to take notes during lectures"
- "needs organizational skills for completing work on time"
- "requires assistance to interact with other children during group play"
- "need for reading skills impedes completion of work at grade level"
- "has difficulty participating in general physical education class"
- "needs skills to pass classes required for graduation by year's end"
- "behavior prevents independent work on general education assignments"

Example of how the disability impacts the student's involvement/progress in the general curriculum (in italics): *Charlie knows how to compute math problems, but is unable to meet the 5th grade standards (80% on math benchmarks) for understanding and applying problem solving strategies to story problems.* He does not understand the relationship between a description and a mathematical solution. Charlie scored at the 2.8 level on the solving section of the Key Math test, and 4.8 on the Computation section. He completes word problems with 50% accuracy

4. **A description of area(s) of educational need.**

"Areas" may refer to:

- An academic subject area such as math, reading, social studies, language arts
- A functional area such as self-care, social skills, behavior, adaptive functioning
- An area of disability such as speech/language behavior, motor functioning

Example of area(s) of educational needs (in italics): Charlie knows how to compute *math* problems, but is unable to meet the *5th grade standards (80% on math benchmarks)* for understanding and applying problem solving strategies to story problems. He does not understand the relationship between a description and a *mathematical* solution. Charlie scored at the 2.8 level on the solving section of the Key Math test, and 4.8 on the Computation section. He completes word problems with 50% accuracy

More examples of PLEP narratives:

"Teacher records show that John turns in a weekly average of 60% of his math assignments, and 50% of his English assignments (100% expected). Fewer than 75% of assignments turned in are complete. He appears capable of completing the work as given. This performance jeopardizes completion of his coursework for graduation."

"In unstructured settings and transitional times of the day, Joanne's activity level increases and she more likely violates school rules, or becomes agitated and angry. Joanne does not de-escalate behavior and is not willing to discuss situations afterward. Disciplinary records indicate 8 disciplinary removals in the past 10 school days and 27 in 3 previous months, causing her to fall behind in her schoolwork. Joanne's reading fluency is

interrupted by substitutions. Joanne does not efficiently use context or phonics clues which affect her progress in reading as indicated by her performance on third grade classroom oral reading benchmark tests."

Physical Education - Physical education services, specially designed if necessary, must be made available to every student with a disability [34 CFR §§300.24(b)(2), 300.307]. If modifications are needed for the student to be able to participate in a general physical education program, those modifications must be described in the IEP. If a student with a disability needs a specially designed physical education program provided by special education, that program must be addressed in all applicable areas of the IEP (present levels of educational performance, annual goals and short-term objectives, and services to be provided).

Section 4: Course of Study, Transition Service Needs, Age of Majority

Course of Study Addressing Post-school Transition Needs for Post-secondary Adult Activities – Consider the following for **any students who will reach age 14** during this IEP (consider at age 13 or younger if determined appropriate by the IEP Team, and review at each subsequent IEP). Check one:

☐ General and/or special education classes leading to a diploma

☐ Course of study leading to a certificate of completion

Comments:

34 CFR §300.344(b) requires the school to invite students to participate in IEP Team meetings if the meeting will include consideration of transition needs or services. The effect of this provision is to give 14- and 15-year-olds (and in some cases, younger students) the opportunity to participate in transition planning as appropriate (Attachment 1 to 34 CFR §300, Analysis of Comments and Changes, pg. 12663).

If the student will be at least age 14 during the implementation of the IEP (or younger if determined appropriate by the IEP Team), the IEP must include a statement of transition service needs focusing on course of study that is updated at least annually. This statement focuses on the student's course of study (such as participation in advanced placement courses or a vocational education program). The IEP must determine what instruction and educational experiences will assist the student to prepare for transition from secondary education to post-secondary life [34 CFR §300.347(b)(1)]. Space on the form is included for additional comments.

Needed Transition Activities/Services – describe the responsibilities of each participant.	Responsible Agency/Person	Timeline (optional)
Adult Living <input type="checkbox"/> None		
Daily Living Skills <input type="checkbox"/> None		
Functional Vocational Evaluation <input type="checkbox"/> None		
Employment <input type="checkbox"/> None		
Community Experiences <input type="checkbox"/> None		
Related Services <input type="checkbox"/> None		
Instruction <input type="checkbox"/> None		

The statement of transition service needs should relate directly to the student's goals beyond secondary education, and show how planned studies are linked to these goals. For example, a student interested in exploring a career in computer science may have a statement of transition service needs connected to technology course work, while another student's statement of transition service needs could describe why public bus transportation training is important for future independence in the community. To help reduce the number of students with disabilities that drop out, it is important that the IEP Team work with each student with a disability and the student's family to select courses of study that will be meaningful to the student's

future and motivate the student to complete his or her education (Appendix A to 34 CFR §300, Question 11, pg. 12474).

Transition [34 CFR §300.29].

- (a) ... *Transition services* means a coordinated set of activities for a student with a disability that—
- (1) Is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - (2) Is based on the individual student's needs, taking into account the student's preferences and interests; and
 - (3) Includes—
 - (ii) Instruction
 - (iii) Related services;
 - (iv) Community experiences;
 - (v) The development of employment and other post-school adult living objectives; and
 - (vi) If appropriate, acquisition of daily living skills and functional vocational evaluation.
- (b) Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

If the student will turn at least age 16 during the implementation of the IEP (or younger if determined appropriate by the IEP Team), the IEP must include a statement of needed transition services for the student [34 CFR §300.347(b)(2)].

Each IEP Team for every student needs to consider the appropriateness of transition planning during the course of developing the IEP for the student. If the IEP Team determines that transition services are needed, describe those services. If a specific transition service is not needed, check "none."

If a participating agency fails to provide agreed-upon transition services contained in this IEP, the public agency responsible for the student's education shall, as soon as possible, initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revise the student's IEP (34 CFR §300.348).

An optional space is provided in the right column to indicate a timeline for the described transition services.

Related Services – The IEP Team should consider the related service needs the student may have as he or she enters the adult world. If related services will be needed beyond school, the IEP should identify linkages to adult agencies before the student leaves the educational system. Special education related services do not need to be repeated on the transition page. However, if a determination has been made to include related services specifically for transition, these services must be identified under **Special Education Programs/Related Services**.

Parental Rights and Age of Majority (Check all applicable)

- ☐ If the student will be age 17 during this IEP, the student was informed of parental rights that will transfer to him/her at age 18.
- ☐ If the student has turned age 18 the student and parent were informed of the parental rights that transferred to the student at age 18.
- ☐ The student has turned age 18 and there is a guardian established by court order. The guardian is:

Parental Rights and Age of Majority - Age of Majority should be an ongoing educational topic for the student well before the student becomes age 18. Guardianship issues (e.g., independence, decision-making skills, partial guardianships as appropriate) can be addressed early in the student's secondary education career in the IEP under **Course of Study** or **Transition Services** (e.g., Adult Living, Daily Living Skills).

Section 5: Least Restrictive Environment

Least Restrictive Environment - This student will:

Fully participate with students who are nondisabled in the general education setting except for the time spent in separate special education programs/services provided outside of the general education classroom as specified in this IEP.

☐ Yes ☐ No (explain):

Be fully involved in and progress in the general curriculum.

☐ Yes ☐ No (explain):

Have the same opportunity as general education students to participate in nonacademic and extracurricular activities.

☐ Yes ☐ No (explain):

Least Restrictive Environment - The State Board of Education Position Statement on Inclusion (1992) pursuant to state and federal requirements (34 CFR §300.550 et seq.) indicates that students with disabilities must be educated with their peers without disabilities to the maximum extent appropriate to meet their educational needs. So that this may be realized, it is essential that program options be available in general education classrooms within general education facilities. Further, a process must be followed by the IEP Team that will assure that the recommended placement option(s) are appropriate to the individual needs of each student. Educational placements are not to be based on the label describing the student's disability or the availability of programs.

Section 6: Supplementary Aids and Services

Supplementary Aids/Services/Personnel Support

Supplementary Aids/Service/Support	Amount of Time/Frequency/Conditions	Location

☐ All supplementary aids/services and supports listed above will begin on the initiation date of the IEP and continue for one calendar year, following the approved school district calendar. Note below any exceptions to beginning and ending dates and locations given above. Specify month/day/year:

Supplementary Aids, Services, and Personnel Supports - As used in this part, the term “supplementary aids, services, and personnel supports” means aids, services, program modifications, and/or supports for school personnel that are provided in regular education classes or other education-related settings to enable students with disabilities to be educated with students who are nondisabled [34 CFR §300.28]. Supplementary aids, services, and supports may include peer tutoring, interpreters, and paraprofessional personnel, as well as any other instructional support provided in conjunction with general education. This section may also include calculators, tapes, tape recorders, notes, and other technology devices and services. Supplementary aids, services and supports may be provided either through general education or special education.

The box below the chart must be checked to indicate consideration of time lines for the implementation of the supplementary aids/services/personnel supports listed above (if any). Note any exceptions to beginning and ending dates, and locations.

Amount of Time and Frequency - Under amount of time, frequency and duration it is permissible to write “as needed” as long as a description is included of the conditions under which the supplementary aid/service/support will be provided. For example, for a student with a physical disability, a paraprofessional may be needed to assist the student in chemistry class whenever the class conducts lab experiments.

Location - The “location” of services in the context of an IEP generally refers to the type of environment that is the appropriate place for provision of the service. For example, is the related service to be provided in the student’s regular classroom or in a resource room? (See Attachment 1 to 34 CFR §300, Analysis of Comments and Changes, pg. 12594).

Section 7: Annual Goals and Short-Term Objectives

Annual Goals and Short-Term Objectives						
Present Level of Performance Data: _____						
Annual Goal: _____						
Short-Term Objectives (at least two per goal)				Evaluation	Criterion	Schedules
1.						
2.						
3.						
Date	Status Obj. 1	Status Obj. 2	Status Obj. 3	Comments/Data On Progress		
Evaluation S Student's Daily Work D Documented Observation R Rating Scale T Standardized Test O Other (specify above)		Criterion ____% Accuracy ____ of ____ Rate ____ Achievement Level Other (specify above)		Schedule W Weekly D Daily M Monthly G Grading Period O Other (specify above)		Status of Progress on Objectives 1 Achieved/Maintained 2 Progressing at a rate sufficient to meet the annual goal for this objective 3 Progressing below a rate sufficient to meet the annual goal for this objective (explain above) 4 Not applicable during this reporting period 5 Other (specify above)

Present Level of Performance Data - Each area of need identified in the present level of performance must logically connect to: (1) supplementary aids, services, or personnel supports, and/or (2) **measurable** annual goals and short-term objectives designed to enable the child to be involved in and progress in the general curriculum (or appropriate activities for preschool children) [34 CFR §300.347(a)(2)].

What are the current and measurable levels of current performance that can help us determine what we can achieve in one school year? The Present Level of Performance Data line is a place for specific data related to present level of performance baseline data (e.g., assessment data, test scores, etc.) that link to and help define specific goals and objectives. Placing the information on this line is optional, but may help link present level of performance to annual goals and objectives.

Annual Goals - Describe the progress which can be reasonably expected of a student with a disability in a 12-month time period [34 CFR §300.347(a)(7)(ii)(B)]. The IDEA and its implementing regulations require that the annual goals relate to:

- Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and
- Meeting each of the student's other educational needs that result from the student's disability.

There is a strong emphasis in the IDEA on linking the educational program of students with disabilities to the general curriculum. It is not required to include annual goals in an IEP for areas in which the student's disability does not affect their ability to be involved in and progress in the general curriculum. If a student with a

disability needs only modifications or accommodations in order to progress in an area of the general curriculum, the IEP does not need to include a goal for that area. However, the IEP would need to specify those modifications or accommodations in the appropriate places on the IEP form (Appendix A to 34 CFR §300, Question #1, pg. 12471 and Question #4, pg. 12472).

Short-Term Objectives - Each annual goal shall have more than one short-term objective. Each short-term objective should be measurable and an intermediate step between the present levels of educational performance and the annual goal. Short-term objectives should be achievable within a shorter period of time (month, marking period, or semester) than the annual goal. Each short-term objective must contain three components: evaluation procedures, performance criteria, and schedules for evaluation [R 340.1721e(2)]. Given the increased emphasis on student progress in the general curriculum, you are encouraged to refer to the Michigan Curriculum Framework benchmarks as resources for the development of annual goals and short-term objectives.

Evaluation Procedures - The evaluation procedure describes by what method(s) achievement is measured and the frequency of the evaluation. Indicate the evaluation procedure(s) to be used (such as documented teacher observation, standardized tests, or informal tests) and the frequency of each evaluation (such as student's daily work, documented observation, rating scales, standardized or informal tests, or other). If other is indicated, specify the evaluation to be used.

Performance Criterion - Performance criterion determine at what level the skill is to be achieved, how it is to be measured, and over what period of time. Performance criterion could be written in terms of accuracy, rate, or achievement level, or other. Indicate the specific criteria used (such as 90 percent accuracy on the short-term objective, four out of five times, or three times a day). If other is indicated, specify the criterion to be used.

Schedules of Evaluation - Indicate the frequency or schedule of the evaluation procedure for each objective, such as daily, weekly, monthly, grading period, or other. If other is indicated, specify the schedule to be used.

Date, Status, Comments on Progress - The parents of children with disabilities must be regularly informed of their child's progress. This reporting must occur at least as often as for parents of children who are nondisabled (e.g., through such means as periodic report cards). The report must be based upon current progress data and describe the progress toward annual goals and the extent to which the progress is sufficient to enable the child to achieve the annual goals by the end of one year. This portion of the IEP is optional, but may be copied and used to fulfill the requirement for periodic reporting on the goals and objectives (see below) [34 CFR 300.347(a)(7)(ii)].

Reporting Progress: ☐ The parents will be regularly informed in writing of progress on goals and objectives of this IEP at the regular reporting periods applicable to general education students. Additional reporting:

How: _____ When: _____

Reporting Progress - Check the box to indicate that parents will be informed, in writing, of progress on goals and objectives at regular reporting periods applicable to general education students. If additional reporting will be used, indicate how and when this reporting will occur [34 CFR §300.347(a)(7)].

Section 8: Special Education Programs and Related Services

Special Education Programs / Related Services

Is there a need for a teacher with a particular endorsement? ☐ No ☐ Yes, specify:

Resource Program Only - Is a Teacher Consultant with endorsement matching the student's disability needed? ☐ No ☐ Yes

Departmentalized Program (R 340.1749c) ☐ No ☐ Yes

***Effective July 1, 2003** - In making the determination of special education programs and services, the IEP Team shall determine whether the student has a need for a special education teacher who is endorsed in a particular disability category [R 340.1721e(3)]. It is not required that the teacher's endorsement match the disability of the student.*

Resource Program Only – If the teacher of the resource program does not have an endorsement that corresponds with the student's category of eligibility, teacher consultant services must be considered for the resource program teacher [R 340.1749a(5) and R340.1749b(4)]. If teacher consultant services are required beyond support to the resource program teacher, then teacher consultant services for the student should be specified in the special education services section of the IEP.

Departmentalized Program – Indicate if a special education program indicated above is departmentalized. Programs may be departmentalized at both the elementary and secondary grade levels.

Special Ed. Programs/Services Rule Number	Frequency and Duration	Location

Special Education Programs and Related Services - In this section record the type of special education programs and related services to be provided. Include the title, rule number, amount of time and frequency, and location. The IEP must include all the specific special education programs and/or related services as determined by the IEP Team, even if they are not directly available from the local educational agency and are being provided through a contract or other arrangements.

The need for adaptive physical education is considered in the **Present Levels of Educational Performance** section. If it was determined that the student requires a specially designed physical education program provided by special education, the service should be identified in the section above on programs and related services.

Special Education Programs - Rule R 340.xxxx

1758 Autism Prog.	1832(1)(e) ISD Plan Prog.	1749b Secondary Resource
1754 Early Childhood Prog.	1747 Learning Disabilities Prog.	1738 Severe CI Prog.
1749a Elementary Resource	1740 Mild CI Prog.	1756 Severe Lang. Imp. Prog.
1741 Emotional Impairment Prog.	1739 Moderate CI Prog.	1748 Severe Multiple Imp. Prog.
1742 Hearing Impairment Prog.	1744 POHI Prog.	1743 Visual Impairment Prog.

Related Services - Note: The federal definition of related services (34 CFR §300.24) is not an exhaustive list.

Occupational Therapy - R 340.1701b(d)
Physical Therapy - R 340.1701b(g)
Audiological Services - 34 CFR §300.24
Orientation and Mobility - 34 CFR §300.24
School Social Worker - 34 CFR §300.24
Rehabilitation Counseling - 34 CFR §300.24

Psychological - 34 CFR §300.24
Homebound and Hospitalized - R 340.1746
Speech and Language - R 340.1745
Teacher Consultant - R 340.1749
Early Childhood Services - R 340.1755
Services in Juvenile Detention - R 340.1757

Amount of Time, Frequency, and Duration - The amount of time is indicated in minutes/hours per day/week/month that each program and/or service is to be provided. The frequency is indicated by how often the program/service is to be provided per day/week/month. The amount of programs/services to be provided must be stated in the IEP so that the level of the agency's commitment of resources will be clear to parents and other IEP Team members. The amount of time to be committed to each of the various programs/services to be provided must be: (1) appropriate to that specific service, and (2) stated in the IEP in a manner that is clear to all who are involved in both the development and implementation of the IEP. (Letter to John Copenhaver from Thomas Hehir, Office of Special Education Programs Director, 9/6/94.)

For special education programs and services “as needed” is not acceptable. “As needed” supplemental aids services and supports should be indicated in the corresponding section above.

☐ All programs and services listed above will begin on the initiation date of the IEP and continue for one calendar year, following the approved school district calendar. Extended school year (ESY) services must be provided only if the IEP Team determines on an individual basis that ESY services are necessary for the provision of a free and appropriate public education. Note below any exceptions to beginning and ending dates and locations given above. Specify month/day/year:

Unless otherwise specified on the IEP, any listed programs and related services will begin on the initiation date of the IEP and continue for one school year, following the approved school district calendar. List exceptions to beginning and ending date(s) by specifying the month/day year for beginning and ending dates that differ from the IEP as a whole.

Extended School Year - Extended school year (ESY) services must be provided only if a student's IEP Team determines, on an individual basis, that the services are necessary for the provision of a FAPE. ESY may not be limited to particular categories of disability. The agency may not unilaterally limit the type, amount, or duration of those services. ESY includes special education and related services that are provided to the student beyond the normal school year and at no cost to the parent (34 CFR §300.309).

Special Transportation: ☐ No ☐ Yes, specifics:

Special Transportation - Since transportation is a common general education provision for all students, transportation as a special education related service [34 CFR 300.24(15)] is addressed in a dedicated space on this form apart from other special education related services. If special transportation is needed, check "Yes" and describe the specifics of service provided, e.g.: regular bus (describe accommodations), special bus (describe accommodations), wheelchair lift bus, reimbursed personal transportation, etc.

Nonpublic School Pupils - Identify programs/services offered by the district but not provided because the parent elected to enroll the child in a nonpublic school.

Nonpublic School Pupils (34 CFR §300.450) - The Michigan Constitution prohibits the direct support of basic instructional programs in nonpublic schools. Nonpublic school students have the right to certain services from public schools under the Michigan Auxiliary Services Act (School Code §380.1296). These auxiliary services include special education and related services defined by state regulations at R340.1701c(a). The purpose of this section is to document, when appropriate, the offer of a FAPE to the student, which includes access to special education programs offered by the public school. If the parent rejects the offer because of a preference for placement in a nonpublic school, the IEP form may indicate the special education programs that were offered.

Section 9: State and District-wide Assessment

The student will participate in the Michigan Educational Assessment System, and district-wide/NAEP* assessments as follows:

☐ MEAP, MI-Access are not given at the grade levels covered by this IEP

State-wide Assessment	Assessment appropriate?		If yes , list appropriate assessment accommodations if needed. If no , state the reason why the MEAP subject area is inappropriate and indicate the appropriate alternate/MI-Access assessment.	Standard Accommodation(s)?	
	yes	no		yes	no
Michigan Educational Assessment Program (MEAP)					
English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
MI-Access, Michigan's Alternate Assessment Program					
Participation	<input type="checkbox"/>	<input type="checkbox"/>			
Supported Independence	<input type="checkbox"/>	<input type="checkbox"/>			
Eligible for Phase 2**	<input type="checkbox"/>	<input type="checkbox"/>			

**For Phase 2 eligible students indicate what standardized assessment(s) will be administered for each MEAP content area NOT assessed.

Michigan Educational Assessment System (MEAS) - The MEAS includes:

- the Michigan Educational Assessment Program (MEAP), and
- MI-Access, Michigan's alternative assessment program
- ELL-Access (currently under discussion)

If the MEAP is not administered at the grade levels covered by the IEP, check the box and skip to the following district-wide/NAEP assessment section. Otherwise, the IEP Team must determine how the student will participate in the Michigan Educational Assessment System (MEAS).

Students Taking the MEAP - The vast majority of students receiving special education will be participating in the MEAP. Each MEAP content area assessment must be addressed in the IEP. In addition, the IEP must specify what assessment accommodation(s), if any, are needed for each MEAP content area assessment, and whether the assessment accommodation(s) are standard or nonstandard (see *Guidelines for Participating in State Assessment for Students with Disabilities*, which is available from your District MI-Access or District MEAP coordinator. It can also be downloaded from the following web site:
http://www.mi.gov/documents/MI-Access_Index_13923_7.html).

Students Taking Some MEAP Tests - The IEP Team may determine that it is appropriate for a student to take some of the MEAP tests, but not all of them. These students would be considered Eligible for Phase 2 assessment, but until the MI-Access Phase 2 assessments are available, the IEP Team must determine what standardized assessment will be administered for each of the MEAP content areas NOT assessed.

Students Taking MI-Access - If the IEP Team determines that it is more appropriate for the student to participate in MI-Access, the IEP *must* state: (1) why each of the MEAP assessments are inappropriate, and (2) how the student *will* be assessed [34 CFR §347(a)(5)]. If the IEP Team determines that the student will not be taking any of the MEAP assessments, then he or she must participate in MI-Access, Michigan's Alternate Assessment Program (Participation, Supported Independence or Eligible for Phase 2).

As of January 2003, there are three assessment options within MI-Access: (1) Participation, (2) Supported Independence, and (3) Students Eligible for Phase 2. Students who have, or function as if they have, severe cognitive impairment must be administered the MI-Access Participation assessment. Students who have, or function as if they have, moderate cognitive impairment, must be administered the Supported Independence assessment.

However, an IEP Team may determine that the student would be eligible for the MI-Access Phase 2 assessment if they were available. Phase 2 assessments are being designed primarily for students who have, or function as if they have, mild cognitive impairment. If that is the case, the IEP must state what standardized assessment will

be administered to the student, for each MEAP content area not assessed, until the Phase 2 assessments are developed (NOTE: IEP goals and objectives are *not* an acceptable alternate assessment). When the MI-Access Phase 2 assessment are completed, all students receiving special education, and who are not taking one or more of the MEAP tests, *must* take one of the MI-Access assessments.

☐ District-wide/NAEP assessments are not given at the grade levels covered by this IEP

District-wide/NAEP Assessment	Assessment appropriate?		If Yes , list appropriate assessment accommodations if needed. If No , state the reason why the district-wide/NAEP assessment is inappropriate and indicate the appropriate alternate assessment (an alternate is not needed if the student is not participating in the NAEP)
	Yes	No	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

* NAEP – National Assessment of Educational Progress

Generic District-wide/NAEP Assessment Considerations - The IEP Team must also document the student's participation in the general district-wide or NAEP assessments, or alternate assessment is determined to be more appropriate for the district-wide assessment. If the student is not participating in the NAEP, an alternate assessment does *not* need to be administered.

Generic Considerations for Participation in the State and District wide Assessment System - Many different issues must be considered when determining what state- and district-wide assessments are appropriate. The following are some issues the IEP Team should take into consideration.

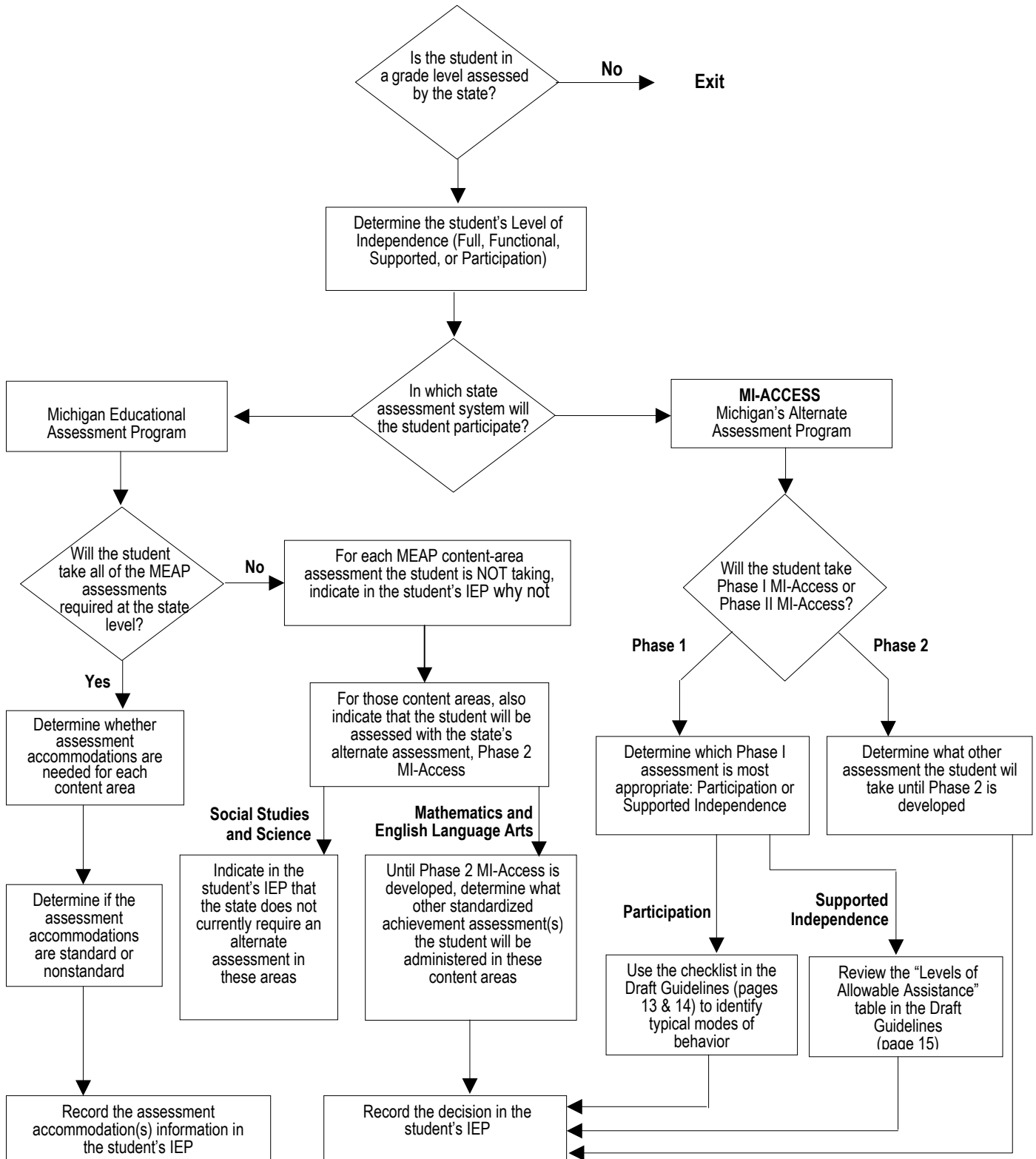
- Decisions regarding a student's participation in the Michigan Educational Assessment System and if the student needs assessment accommodations must be made on a case-by-case basis by the IEP Team and must involve timely communication with the student's parents. When considering what assessment accommodations are appropriate when taking the MEAP assessments, the IEP Team should refer to the *Guidelines for Participating in State Assessment for Students with Disabilities* for accommodations. The guidelines provide a list of standard and nonstandard accommodations approved by the Michigan Merit Award Board.

The IEP Team must be aware of the consequences to the student and to the school when deciding the student needs to use nonstandard accommodations when administered state assessments.

- Consider the academic demands of the test with the student's specific disability and instructional program in mind.
- Selection of appropriate assessment accommodations is facilitated by a review of the student's current instructional accommodations and a clear understanding of what the test measures. Different assessment accommodations may be required for different types of tests.

How similar is the assessment accommodation to the instructional accommodation that is being used with the student in his/her classroom?

IEP Team Decision-Making Flow Chart for State Assessment



Section 10: Commitment Signatures

Commitment Signatures

Any IEP Team member may submit a dissenting report for attachment to this IEP Team Report.

The purpose of this page is to indicate agreement or disagreement between the resident and operating district (if different from the resident district) to the program(s) and/or service(s) offered. Any IEP Team member may submit a dissenting report to be attached to the IEP. If an IEP Team member dissents to a determination of eligibility involving a suspected learning disability, that IEP Team member *must* submit a dissenting report indicating their concerns.

Resident District - Resident district superintendent/designee (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Agrees with the IEP and its implementation | <input type="checkbox"/> Disagrees with this IEP and: |
| <input type="checkbox"/> Authorizes the nonresident operating district to conduct subsequent IEP Team meetings | <input type="checkbox"/> requests mediation |
| <input type="checkbox"/> Agrees that the student is not eligible for special education | <input type="checkbox"/> requests a due process hearing |

Signed: _____

Resident District Superintendent or Designee

Date: _____
month/day/year

Non-resident Operating District - The superintendent/designee (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Agrees to provide the IEP program(s) and/or service(s) | <input type="checkbox"/> Disagrees with this IEP and: |
| <input type="checkbox"/> Agrees to conduct subsequent IEP Team meetings | <input type="checkbox"/> requests mediation |
| <input type="checkbox"/> Agrees that the student is not eligible for special education | <input type="checkbox"/> requests a due process hearing |

Signed: _____

Operating District Superintendent or Designee

Date: _____
month/day/year

Notice Requirements - The superintendent or designee of the operating district assures that:

(a) to the maximum extent appropriate, a person who has a disability, including a person who is assigned to a public or private institution or other care facility, is educated with persons who do not have disabilities.

(b) placement of a person who has a disability in special classes, separate schools, or the removal of a person who has a disability from the general education environment occurs only when the nature or severity of the disability is such that education in a regular class using supplementary aids and services cannot be satisfactorily achieved.

(c) the placement for the student is as close as possible to his or her home.

(d) unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if nondisabled.

(e) in selecting the least restrictive environment, consideration shall be given to any potentially harmful effects to the student or the quality of services that the student needs.

(f) a student with a disability will not be removed from education in age-appropriate regular classrooms solely because of needed accommodations in the general curriculum.

Staff responsible for implementation: _____ Initial implementation site: _____

Beginning date (m/d/y): _____ Ending date (m/d/y): _____

Signed: _____ Date: _____
Superintendent or Designee month/day/year

Resident District Commitment - The superintendent of the resident district, or the designee, must check the appropriate boxes confirming agreement or disagreement with the proposed plan, and sign and date the form [School Code §380.1751; R 340.1722a(2); R 340.1721c(1)].

Non-resident Operating District Commitment - This section is completed when the operating district is different than the resident district and the resident district superintendent or designee has given authorization to the operating district to conduct subsequent IEP Team meetings. The superintendent or designee of the operating district must check the appropriate boxes, sign, and date the form [School Code §380.1751; R340.1721c(1)].

Notice - The additional notice requirements are a separate procedure from the IEP process. The notice may be given to the parent(s) in two ways: (1) The notice is completed at the IEP Team meeting and given to the parent with a copy of the IEP, or (2) the notice is completed within seven calendar days after the IEP Team meeting and then, with a copy of the IEP, is sent to the parent. The parent has the right to disagree with the notice and request a due process hearing. Notice may be given to the parent at the time of the IEP Team meeting or after the IEP Team meeting (as stated in R 340.1722a). The superintendent or designee of the operating district is required to sign and date the notice.

Assurances - In making the educational placement of a student with disabilities, each public agency must assure provisions (a) through (f), above [34 CFR §300.552(b)].

Staff Responsible for Implementation - Indicate title of the person responsible for implementation of the IEP. This person shall be either the principal of the building offering the program(s) and/or service(s), or another staff person who is generally accessible to the staff and will be working with the student [R 340.1722(2)].

Implementation Site - Indicate the building in which the student will receive the program(s) and/or service(s) identified in the IEP. If there is more than one building at one level, the name of the building must be stated [R340.1722a(1)].

Beginning and ending dates - These dates are the month, day, and year that all programs and/or services will begin and end, unless otherwise noted in the **Special Education Programs and Services** section of the IEP. A completed IEP must be implemented as soon as possible following the IEP Team meeting (34 CFR §300.342).

Adult Providing IEP Consent - I have been informed of all procedural safeguards and sources to obtain assistance, and:

- | | |
|--|--|
| <input type="checkbox"/> Understand the contents of this IEP | <input type="checkbox"/> Disagree, but will allow implementation of this IEP |
| <input type="checkbox"/> Agree with the IEP and its implementation | <input type="checkbox"/> Disagrees with this IEP and: |
| | <input type="checkbox"/> request mediation |
| | <input type="checkbox"/> request a due process hearing |

Adult Providing IEP Consent - The parent need not sign the IEP form at the meeting. The parent shall have ten calendar days after receipt of the notice from the superintendent to provide the agency with written consent for initial placement [R 340.1722a(4)]. Following each updated IEP, the parent is entitled to notice before the agency implements the programs and services specified on the updated IEP (34 CFR §300.503).

Section 11: Interim Alternative Education Setting

INTERIM ALTERNATIVE EDUCATIONAL SETTING

Complete this section for students suspended for possession of drugs or weapons

For students suspended for possession of drugs or weapons, any interim alternative educational setting in which a student is placed must—

- (1) Be selected so as to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP; and
- (2) Include services and modifications to address the behavior described in §§ 300.520(a)(2) or 300.521, that are designed to prevent the behavior from recurring [34 CFR §300.522(b)].

The interim alternative educational setting is _____

Effective date _____

Person responsible _____

Parent signature

☐ I agree with the placement decision [34 CFR §300.525].

☐ I disagree with the placement decision and request an expedited hearing [34 CFR §300.525].

Parent Signature _____ Date _____

A change in placement for a student with a disability to another educational setting may be made by school personnel for not more than 45 calendar days if the student possesses, uses, sells, or solicits illegal drugs, or possesses or carries a weapon to school or a school function.

For removals involving drugs or weapons, all of the following must occur:

1. On the day on which the decision is made to remove the student because of violations involving weapons or drugs, the parents shall be notified of the decision and of all procedural safeguards.
2. A Manifestation Determination Review must be conducted (see Manifestation Determination Review Manual).
3. The IEP Team must develop or review, as appropriate, a behavior intervention plan.
4. Programs and services and the interim alternative educational setting are determined by the IEP Team. The IEP Team must determine what programs/services or modifications are needed to maintain progress in the general curriculum, progress toward IEP goals, and to help prevent recurrence of the behavior subject to discipline.
5. If the behavior subject to discipline is not a manifestation of the disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student with a disability, except for continued services described in #4, above.
6. If the IEP Team determines that the behavior subject to discipline is a manifestation of the disability, the removal (up to 45 calendar days) may be completed. The IEP Team must take immediate steps to remedy any deficiencies in the IEP or placement found during the Manifestation Determination Review. Programs and services must be provided to the student as in #4, above.
7. If the parent requests a hearing regarding disciplinary actions for drugs or weapons to challenge the interim alternative educational setting and/or the manifestation determination, the student shall remain in the interim alternative educational setting for up to 45 calendar days as assigned.

Section 12: Evaluation Review

EVALUATION REVIEW

Student's Last Name	First Name	Initial	Student ID #	Birthdate	Date of Review
The purpose of this review is to plan for: <input type="checkbox"/> an initial evaluation <input type="checkbox"/> a reevaluation <input type="checkbox"/> termination of eligibility					

As part of an initial evaluation (if appropriate) and as part of any reevaluation, the IEP Team and other qualified professionals shall complete an evaluation review [34 CFR §300.320]. A reevaluation is required every 36 months. However, it may be necessary to conduct reevaluations earlier at the request of the student's parent or teacher.

Purpose - The public school district/agency must evaluate a student with a disability before determining that the student is no longer a student with a disability. The evaluation is not required before the determination of ineligibility due to graduation or exceeding the age of eligibility [34 CFR §300.534(c)(1)].

Participants [34 CFR §300.344]

The following individuals participated in this Evaluation Review. Additional participants should be noted and attached to this form [20 USC §1414(d)(1)(B)].

Student (when appropriate)	District Representative/Designee
Parent	General Education Teacher
Parent	Special Education Teacher/Provider
An individual who can interpret the instructional implications of evaluation results	Other
(MET Representative/Potential MET Member)	Other

Participants - The Evaluation Review is conducted by the IEP Team, meaning a group of individuals composed of [34 CFR §300.344]:

- (i) the parents of a child with a disability;
- (ii) at least one regular education teacher of such child (if the child is, or may be, participating);
- (iii) at least one special education teacher, or where appropriate, at least one special education provider of such child;
- (iv) a representative of the local educational agency who —
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of student's with disabilities;
 - (II) is knowledgeable about the general curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results,
- (vi) at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child including related services personnel as appropriate; and
- (vii) whenever appropriate, the child with a disability.

“Parent” means the mother, father, or legally designated guardian of a person with a disability. “Parent” can also mean the person with a disability when that person reaches 18 years of age, and if a legal guardian has not been appointed by appropriate court proceedings. The term “parent” also includes a “surrogate” for the parent under the State Board Revised Policy for the Appointment of Surrogate Parents for Special Education Services (2/12/2003).

Evaluation Review

- ☐ Review existing evaluation data, including current classroom-based assessments and observations [34 CFR §300.533]¹. Describe: _____
- _____
- ☐ Review teacher and related service(s) providers' observations [34 CFR §300.533]¹. Describe: _____
- _____
- ☐ Review evaluations and information provided by the parent [34 CFR §300.533]¹. Describe: _____
- _____

On the basis of the above review, and input from the student's parent(s), identify the additional data needed to determine [34 CFR §300.533]:

- 1) Whether the student has a disability² or, in case of reevaluation, whether the student continues to have such a disability³. Describe additional data or evaluation needed⁴: _____
- _____

If the IEP Team determines that no additional data is needed to determine whether the student continues to have a disability, a reason must be given: _____

- 2) The present level(s) of performance and educational needs of the student. Describe additional data or evaluation needed³: _____
- _____

- 3) If the student needs special education and/or related services or, in the case of reevaluation, if the student continues to need special education and related services. Describe additional data or evaluation needed⁴: _____
- _____

- 4) Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general curriculum. Describe additional data or evaluation needed⁴: _____
- _____

¹The IDEA 1997 requires review of the above information. The written description is optional.

²Follow current MET procedures for all initial evaluations for special education eligibility.

³If no additional data or evaluation is needed, indicate "None."

Evaluation Review - The Evaluation Review must examine existing evaluation data to determine if additional data/evaluation is necessary to complete the student's IEP [34 CFR 300.533(a)(1)]. If no evaluation data exists, this should be indicated on the form. The Evaluation Review does not constitute an IEP Team meeting for the purpose of determining a FAPE in the least restrictive environment.

To the extent feasible, the results of evaluations conducted under this part should be provided to parents and appropriate school personnel before any meeting to discuss the identification, evaluation, or educational placement of the student, or the provision of a FAPE to the student [Attachment 1 to 34 CFR §300, Analysis of Comments and Changes, pg. 12578].

Evaluation data reviewed may include, but is not limited to, the following: the student's educational record, behavior assessment data, or discipline records.

If no information was provided by the parent, the district must document its efforts to obtain information from the parent. This documentation may be indicated on the lines provided for parent input.

The public district/agency need not identify the specific tests or evaluation materials. Tests and evaluation materials may be identified by the types or the nature of the additional diagnostic information still needed. In reference to #4, for a reevaluation, describe any additional data needed to determine whether any additions or modifications to the special education and related services are needed to meet the annual goals and participate in the general curriculum. No annual goals will have been established prior to an initial IEP. Therefore, before

the initial IEP, this statement may be interpreted to mean that additional evaluation is required to determine if special education and related services are necessary for the student to benefit from the general curriculum. In response to #4, evaluations may include, but are not limited to, functional behavioral assessments, academic assessments, or assessments related to assistive technology.

Requirements if Additional Data are not Needed (Related to item 1.) [34 CFR §300.533(d)] - If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, the public agency—

- (A) shall notify the child's parents of—
 - (i) that determination and the reasons for it; and
 - (ii) the right of such parents to request an assessment to determine whether the child continues to be a child with a disability; and
- (B) shall not be required to conduct such an assessment unless requested to by the child's parents.

Evaluations Before Change in Eligibility [34 CFR §300.534] - The public agency shall evaluate a student with a disability before determining that the student is no longer a student with a disability. However, an Evaluation Review is not required before termination of a student's eligibility due to graduation with a regular high school diploma or attaining age 26 [34 CFR §300.534(c)(2)].

Parental Consent [34 CFR §300.505(a)] - Each public agency shall obtain informed parental consent prior to conducting any reevaluation of a student with a disability, except that such informed parent consent need not be obtained if the local educational agency can demonstrate that it had taken reasonable measures to obtain such consent and the student's parent has failed to respond. In this context, "reevaluation" means any evaluation conducted for the student after the initial evaluation. This may include evaluations to consider additional programs and services, such as speech and language or occupational therapy.

Section 13: Manifestation Determination Review

MANIFESTATION DETERMINATION REVIEW

All students are given due process rights relative to student discipline under Section 380.1311 of the Michigan School Code. The IDEA 1997 requires a Manifestation Determination Review by the IEP Team immediately, if possible, but in no case later than ten school days after the date on which the decision to take disciplinary action is made. The review must be conducted by the IEP Team (in a meeting) to determine the relationship between the student's disability and the behavior subject to a disciplinary action [34 CFR §300.523].

A school district must hold a Manifestation Determination Review when a change of placement occurs due to:

- A single removal exceeding ten consecutive school days [34 CFR §300.519(a)].
- A pattern of removals cumulative to more than ten school days in a school year [34 CFR §300.519(b)].
- School day means any day, including a partial day, that students are in attendance at school for instructional purposes. The term "school day" has the same meaning for all students in school, including students with and without disabilities [34 CFR §300.9(c)].

Functional Assessment and Behavior Intervention Plan [34 CFR §300.520(b)] - Not later than 10 business days after first removing the student for the 11th accumulated school day in a school year, the school must do the following:

1. If the local school district has not already conducted a functional behavioral assessment and implemented a behavior implementation plan, the IEP Team shall meet to develop an assessment plan to address the problem behavior. The assessment plan shall be conducted as soon as practicable and presented at an IEP Team meeting to determine an appropriate behavioral intervention plan to address the behavior.
2. If the student already has a behavioral intervention plan, the IEP Team shall meet to review the plan and modify it, as necessary, to address the problem behavior.
3. If the student is subject to further removals during the school year, the school shall contact the IEP Team to determine if another IEP Team meeting is needed to review the plan. If any member of the IEP Team requests a review, the IEP Team shall meet to review the behavior intervention plan. The public agency shall take steps to ensure that one or both of the parents of a student with a disability are present at each IEP Team meeting, or are afforded the opportunity to participate [34 CFR §300.345(a)].

Parent Contact - It is suggested that all parent contacts be documented as to the method of contact, name of the person making the contact, and the date of the contact. Not later than the date on which the decision to take disciplinary action is made, the parent shall be notified of that decision and of all procedural safeguards [34 CFR §300.523(a)(1)].

The purpose of these contacts is to notify the parent of the Manifestation Determination Review meeting early enough to ensure that the parent will have an opportunity to participate. All contacts should be documented as to the method of contact, name of person making the contact, and date of contact.

It is possible to complete a Manifestation Determination Review without the need to revise the student's IEP. However, in most cases, during the Manifestation Determination Review meeting, the need to revise the IEP will arise. In establishing the purpose(s) for the meeting, consider indicating the need to develop a new IEP. The parent must receive advanced notice of a meeting to develop a new IEP for the student. The IEP Team may also develop/revise a functional behavior assessment plan or behavior intervention plan at this meeting.

Participants

The following individuals participated in this Manifestation Determination Review Meeting. Additional participants should be noted and attached to this form [34 CFR §300.344].

Student (when appropriate)	District Representative/Designee
Parent	General Education Teacher
Parent	Special Education Teacher/Provider
An individual who can interpret the instructional implications of evaluation results	Other
(MET Representative/Potential MET Member)	Other

The Manifestation Determination Review is conducted by the IEP Team, which is a group of individuals composed of [34 CFR §300.344] —

- (i) the parents of a child with a disability;
- (ii) at least one regular education teacher of such child (if the child is, or may be, participating);
- (iii) at least one special education teacher, or where appropriate, at least one special education provider of such child;
- (iv) a representative of the local educational agency who —
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of student's with disabilities;
 - (II) is knowledgeable about the general curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results,
- (vi) at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child including related services personnel as appropriate; and
- (vii) whenever appropriate, the child with a disability.

Considerations for Review

Describe the behavior subject to disciplinary action [34 CFR §300.523(c)]:

In carrying out a Manifestation Determination Review, the IEP Team must consider, in terms of the behavior subject to disciplinary action, all relevant information, including [34 CFR §300.523(c)(1)]:

☐ Evaluation and diagnostic results.

*Describe:

☐ Relevant information supplied by the parent.

*Describe:

☐ Observations of the student.

*Describe:

☐ The student's IEP and placement.

*Describe:

*The IDEA 1997 requires consideration of the above information. The written descriptions are optional.

Manifestation Determination [34 CFR §300.523(c)(2)]

If the determination of the IEP Team is “No” **to any** of the statements below, then the behavior must be considered a manifestation of the student’s disability.

In relation to the behavior subject to discipline and the student’s disability:

1. The current IEP and placement were appropriate; ☐ Yes ☐ No
2. The special education services, supplementary aids and services, and behavioral intervention strategies were provided consistent with the student’s IEP and placement; ☐ Yes ☐ No
3. The student understood the impact and consequences of the behavior subject to disciplinary action; ☐ Yes ☐ No
4. The student had the ability to control the behavior subject to disciplinary action. ☐ Yes ☐ No

The determination of the IEP Team is that behavior subject to discipline is:

- ☐ not a manifestation of the disability; records are transferred to general education for disciplinary procedures.
- ☐ a manifestation of the disability.

Parent signature

- ☐ I received notice of procedural safeguards on the day on which the decision to take disciplinary action involving a change in placement was made [34 CFR §523(a)(i)].
 - ☐ I agree with the determination above.
 - ☐ I disagree with the determination above and request an expedited hearing [34 CFR §300.525].
- Parent Signature _____ Date _____

Manifestation Determination - If the student already had a behavioral intervention plan and the IEP Team finds it necessary to modify the plan, it may be necessary to revise the student’s IEP for this purpose.

If, in the review, the public agency identifies deficiencies in the child’s IEP or placement or in their implementation, the agency must take immediate steps to remedy those deficiencies [34 CFR §300.523(F)]. In carrying out the review described in 34 CFR §300.523(a) the IEP Team and other qualified personnel may determine that the behavior of the student was not a manifestation of the student’s disability only if the IEP Team and other qualified personnel first consider, in terms of the behavior subject to disciplinary action, all relevant information including evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the child [34 CFR §300.525(c)].

If it has been determined that the behavior of the student was not a manifestation of a disability, the relevant disciplinary procedures applicable to students without disabilities may be applied in the same manner. For specific information regarding discipline procedures, refer to the Procedural Safeguards Available to Parents of Students with Disabilities document for a more thorough explanation. An interim alternative educational setting may be a type of environment, not a specific place.

Parents need to be notified of any change in placement (interim alternative educational placement), and must receive procedural safeguards along with such notice.